Professional Development 21st Century Classroom Models

Research:
Empowering Teachers a Professional and Collaborative Approach
http://www.setda.org/web/guest/2020/professional-development

Professional Development Options

Coaches:
 Peer Coaches, Technology Coaches, eCoaches, Technology Facilitators, Technology Resource Teacher

General Background: Experimental studies have proven that mentoring and coaching relationships benefit from the use of technology in many ways. In a professional development context, coaches and mentors provide teachers with leadership for lesson planning and implementation, honing specific teaching strategies, developing and identifying instructional materials and resources, and modeling professional discussions about student learning. As a result of delivering these services via technology, the coaching and mentoring process is compressed through near-real-time service.

State Examples
Peer Coaching: Washington State
Enhancing Peer Coaching Program
http://www.k12.wa.us/EdTech/peercoaching.aspx
Enhanced Peer Coaching is a professional development program designed for educators who are new to peer coaching or who want to expand their peer coaching skills. The program is structured to introduce, and then train, peer coaches in the dynamics of coaching for technology integration and learner-centered instruction.
Trainees learn to apply the methodology of peer coaching as professional development for a participating colleague as well as effective new instructional practices that integrate digital technologies into standards-based curricula. Ten training sessions scheduled over a 12-month period are led by the state's Educational Technology Support Center (ETSC) directors.

Program activities

Applicants for this grant must participate in these program activities:
- All grantees must participate fully in all evaluation activities, which could include site visits, surveys, interviews of coaches and participating teachers and the review of coaching records;
- Coach at least one teacher during the 2009-10 school year;
- Attend summer training and specific additional training sessions during the school year;
- Attend the 2010 NCCE conference in Seattle. Registration and travel expenses are covered by the grant;
- Keep a record of coaching activities; and Participation in the peer coach learning community – in person and online.

Peer Coaching: Kansas
Technology Rich Classrooms
http://take.ksde.org
Professional Development is a critical factor in the success of the Technology Rich Classroom Project. The TRC Project incorporates training at the Statewide Project Level for all TRC Grant Recipients, as well as requiring ongoing Professional Development to be provided at the Local TRC Team Level. Facilitators will receive student-centered, technology-rich training activities to share with their participating teachers. A set scope and sequence will be followed; however, facilitators will have some flexibility in order to meet the needs of their teachers. KSDE and ALTEC may also provide additional supporting professional development activities and collaboration for facilitators and teachers virtually via web conferencing or other means. Local TRC Team Training Professional Development is an integral and critical part of supporting the TRC Teachers in this grant project. The grant requires that each TRC Team schedule and conduct the equivalent of 10 days of professional development at the local level. These required days are critical to the success of the teachers, and are designed to meet the specific needs of your TRC Teachers. The days are designed to be planned and conducted by the Team's TRC Facilitator, with the local TRC Team present to collaborate, share ideas, learn specific technologies or how to integrate technology, and build support among the team, etc. These inservice opportunities should be at least monthly, and are to be targeted at the needs and the goals of the TRC classroom teachers in terms of content area, technology literacy/integration, instructional resources and tools.
The Most Successful TRC's Programs Include:
• Weekly collaboration time among TRC Teachers
• Regular involvement/guidance/encouragement from building administrator
• Regular staff updates for all school staff to stay informed
• Opportunities to share with other schools in district/district personnel
• Local Administration and Board of Education updates

Technology Coaches: Virginia
Instructional Technology Resource Teacher
Although this is a state funded program the fundamentals provide good examples.
http://www.doe.virginia.gov/VDOE/Technology/OET/itrt_guidelines.pdf
Virginia dedicated state funding to provide an instructional technology coach for all schools at the rate of 2 coaches for every 1,000 students. The role of the coaches is to work directly with teachers to integrate technology in the classroom, to train teachers to use technology effectively, and to assist with curriculum development as it relates to educational technology. VA's coaches use management systems to provide online and hybrid professional development sessions to schools. Web 2.0 tools such as blogs and Wikis help foster participation and collaboration and the development of 21st century skills.

Peer Coaching: West Virginia
West Virginia Technology Model Schools
Add http://access.k12.wv.us/
West Virginia Technology Model Schools are schools dedicated to using a Technology
Integration Specialist as an intervention for school improvement and implementation of
21st century teaching and learning. The Technology Integration Specialist (TIS)
professional development program is comprised of 40 days of intensive training which
results in an additional advanced credential to coach, mentor and and provide modeling
for other teachers to meet the West Virginia 21st Century Content Standards and
Objectives. The program has been so successful with the initial EETT implementation
that the concept has been expanded to TIS with certification in Special
Education, Library/Media, Title I, and Technical and Career Education.

Comprehensive Professional Development Programs

General Background: Comprehensive Professional Development programs include in-
person and online training, access to online resources, peer coaching and research based
evaluations.

Comprehensive Professional Development Model: North Carolina
IMPACT Program
http://www.ncwiseowl.org/Impact/TandL.htm#profdev
http://www.ncwiseowl.org/impact/igrant/

Professional development plan designed to assist in implementing the IMPACT
model. **This professional development plan must account for 25% of grant
funding.**Training must include; integration of technology resources into core
curriculum content areas., information literacy (this includes the Information and
Computer Skills curricula) and at least one online learning initiative for teachers.

Comprehensive Professional Development: Utah
eMINTS 4 Utah
http://www.emints4utah.org/

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eMINTS-4-Utah utilizes learning communities by forming district cohorts comprised of
school teams – two teachers per grade level working together on a daily basis to address
the school issues of improving student learning. District cohorts meet bi-monthly for
training (175 hours over two years), lesson planning, problem-solving, and mentoring.
All *eMINTS-4- Utah* teachers from the eight school districts combined will participate in
the Utah network of district cohorts and utilize the Missouri eMINTS teacher listserv as
members of a larger learning community. *eMINTS-4-Utah* will adhere to a strong
leadership model, with certified eMINTS Cluster Instructional Specialists (CIS)
responsible for continual teacher coaching, mentoring, and training. The CIS will
establish program policies, provide ongoing professional development sessions, model
effective teaching practices, offer feedback on teaching strategies, and facilitate
job-embedded time for learning and collaboration. *eMINTS-4-Utah* will appropriate a
minimum of 25% of the total operating funds for professional development.

Comprehensive Professional Development: Texas
Texas Immersion Pilot (TIP)
http://ritter.tea.state.tx.us/opge/disc/tip/index.html

Project Requirements
Providing ongoing professional development of teachers, principals, and administrators through constant access to proven training models; situated learning involving content-specific models of teaching and learning with technology; learning through electronic means; and immediate and ongoing follow-up and support;

Application Requirements
Professional development related to technology immersion – a description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel in the participating campus to further the effective use of technology in the classroom or library media center, unless a waiver has been submitted to and approved by TEA.